

Programme Specification

1. GENERAL INFORMATION

1. **Programme Title:** BSc Oral Health Science
2. **Final Award:** Bachelor of Science unclassified in Oral Health Science
3. **Exit Awards:**
 - Certificate of Higher Education(Cert HE) Oral Health Science
 - Diploma of Higher Education(Dip HE) Oral Health Science
 - BSc unclassified in Oral Health Science
4. **Awarding Body:** Glasgow Caledonian University
5. **Approval Date:** November 2018
6. **School:** School of Health and Life Sciences
7. **UCAS Code:** A990
8. **Professional Body Involvement:** General Dental Council
9. **Place of Delivery:** Glasgow Dental Hospital and School and GCU
10. **Subject Benchmark Statement:** Health studies
11. **Programme Leader:** Angela McGee (Subject to review)

2. AIMS OF PROGRAMME

The BSc in Oral Health Science is designed to provide quality education for those who wish to become dental hygienists/therapists. These are dental care professionals and members of the dental workforce who have skills in preventive, periodontal and restorative therapy and can provide care for both adults and children. The requirement for such practitioners is endorsed by the Scottish Government who fund the education provision for programmes via NHS Education for Scotland (NES). NES have committed to maintaining the intake of approximately 45 students to train each year in Scotland.

The overall aim of the programme is to develop a caring knowledgeable highly skilled Hygienist/ Therapist, who, on qualification, can accept professional responsibility for their role in the safe and effective care of patients, within the framework of their knowledge and competence.

They should be able to work interprofessionally and flexibly in the modern global health and social care environment.

An appreciation of the need for continuing professional development (CPD) is instilled alongside an ability to utilise advances in relevant knowledge and techniques. The student is also given an understanding of the role of the patient in decision making, which is embedded within the programme.

Objectives of programme

- Fulfil the requirements and curriculum as laid down by the General Dental Council in “Preparing for Practice” published by GDC in 2017¹
- Provide understanding of the legal and ethical obligations of the registered hygienist/therapist
- Provide a supportive and stimulating learning environment that fosters the enthusiasm of students
- Provide students with an appreciation of the main disciplines relevant to understanding the role of dental hygienists and dental therapists within the healthcare field
- Develop appropriate theoretical and clinical knowledge to practise safely and effectively
- Promote personal, interpersonal, presentation and team working skills with an appreciation of working in a multicultural environment
- Recognise the importance of respect for patients and colleagues, without prejudice, taking into consideration diversity of background and opportunity, language and culture.
- Acquire clinical skills needed to treat all categories of patients
- Develop appropriate analytical, critical, reflective and communication abilities in dealing with clinical situations and management of patient care
- Produce graduates who realise the requirement to continue to demonstrate lifelong learning
- To be an adaptable autonomous practitioner, that embraces flexible working, and who can deliver the patient-centred, safe, effective, timely and compassionate care demanded in a modern and dynamic health care environment.

¹ [https://www.gdc-uk.org/api/files/Preparing%20for%20Practice%20\(revised%202015\).pdf](https://www.gdc-uk.org/api/files/Preparing%20for%20Practice%20(revised%202015).pdf)

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

3A Knowledge and Understanding:

The oral health science graduate must understand those aspects of the following topics that relate to their framework of professional responsibilities:

A1 The scientific basis of dentistry including the appropriate medical sciences

A2 Mechanisms of knowledge acquisition

A3 Behavioural science and communication

A4 Clinical experience necessary for the practice of dental hygiene and therapy

A5 The process of disease and how those affect the individual and the appearance and function of the oral tissues

A6 Principles of health promotion and disease prevention

A7 Ethics, medico legal considerations, dealing with medical emergencies, health and safety legislation and maintenance of a safe working environment

3B Intellectual Skills:

The oral health science graduate will be able to demonstrate the following skills:

B1 Apply problem solving skills necessary for academic study and enquiry in relation to dental hygiene/therapy
practise and associated health care

B2 Have an approach to teaching and learning that is based on curiosity and exploration of knowledge

B3 A desire to seek and act on evidence a capacity for self-evaluation and an appreciation of the need to participate in peer review

B4 An understanding of audit and clinical governance

B5 An awareness of moral and ethical responsibilities involved in the provision of care to both individual patients and to the population as a whole

B6 The acquisition of a wide range of skills including research, investigative, analytical, planning, communication, presentation and team skills

3C Professional/ Practical Skills:

The oral health science graduate will be able to demonstrate the ability to undertake the following activities:

C1 A range of clinical procedures within their knowledge and competence as defined by current legislation relating to dental hygiene and therapy

C2 The accurate recording of a relevant history, performing an appropriate clinical and physical examination, interpreting a care plan and making appropriate arrangements for the further management of patients whose treatment is beyond their level of competence

C3 Effective and professional communication with patients' their families and associates, members of the dental team and other healthcare professionals involved in patient care

C4 Develop the ability to apply knowledge and understanding of core theory to underpin hygiene and therapy Practice

C5 An awareness of the need to limit interventions to the minimum necessary to achieve the desired outcomes

C6 An awareness of personal limitations, a willingness to seek help as necessary and an ability to work effectively as a member of the dental team

3D Transferable/Key Skills:

The oral health science graduate will:

D1 Utilise problem solving and clinical reasoning skills in theoretical and practical situations

D2 Plan, monitor and review their own learning and development

D3 Have the ability to demonstrate effective communication, verbal, non-verbal, written and electronic

D4 Be aware of collaboration and participative strategies

D5 Be familiar with the concept of and participate in reflective practice

D6 Be able to apply evidence based dentistry

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

Currently this degree programme can only be accessed on a full time basis

SHE1 Level		
Module Code	Module Title	Credit
M1B022653	Foundations for Interprofessional Practice	20
M1B120775	Biomedical Science and Oral Biology	20
M1A220776	Restorative Dentistry	30
M1A425878	Clinical Practice I	30
M1B120779	Plaque Related Disease	20
Exit Award – Certificate of Higher Education in Oral Health Sciences		120
SHE 2 Level		
M2B024510	Working in Inter-professional Teams	20
M2B925948	Clinical Practice II	30
M2B920782	Dental Biomaterials Science	10
M2B820784	Dental Radiography and Imaging	10
M2A920786	Paediatric Dentistry	20
M2A920785	Comprehensive Oral Care	30
Exit Award – Diploma of Higher Education in Oral Health Sciences		240
SHE 3 Level		
M3B925947	Dental Research	20
M3A425945	Clinical Practice III	30
M3A420789	Oral Disease	20
M3B923062	Integrated Patient Care	30
M3B022651	Teams in Interprofessional Practice	20
Exit Award – Bachelor of Science in Oral Health Sciences		360

Only students who successfully complete the unclassified degree programme will be eligible for Registration as a Dental Hygienist/Therapist with the General Dental Council.

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

Student induction and transition

The University's Academic Development Framework sets out a specific longitudinal induction pathway for those new to teaching. The induction process begins when a member of staff (prospective student) meets with the programme team prior to application to discuss the demands of the programme and the appropriateness of their role in undertaking the different levels of this work-based learning programme. Preparatory materials (short readings and online videos) are made available to students prior to commencing, including the *Online Orientation to Teaching in HE at GCU*. Induction, as an event, takes place at the initial workshop when all students are reminded of the programme requirements, timetable and support mechanisms, and where interactive activities support and recognise the social dimension to effective learning. This information is reiterated through welcome videos and complementary online learning activities.

As part of the re-accreditation process and the introduction of the Academic Development Framework all new teachers will be allocated a School-based mentor to support them during their probationary period. Whilst these mentors play no formal role in the delivery of the programme they play an important role in socialising new teachers into their new discipline based locale. Mentors engage in CPD on taking on their role which is provided by AQD working collaboratively with a colleague in People Services professional services department.

Module handbooks are provided online with full details of delivery, learning, teaching and assessment approaches in addition to identifying the wide range of resources available to support students adopt a proactive approach to their CPD.

To support progression, those students continuing from the Post Experience Certificate to the PgCAP level, and any direct entrants, participate in a student transition workshop at the commencement of the third module, *Curriculum Design and Development*. The programme team recognises that induction is an ongoing process and these events are complemented with ongoing one-to-one sessions as required.

Academic support

Student support commences at induction and continues throughout the Programme. Academic guidance is provided by the module leaders on an ongoing basis as appropriate and offered at a number of identified face-to-face sessions. A Personal Tutor is allocated to each student.

The programme operates a partnership between students and staff where expectations of both are clearly articulated including in the module handbooks. Students are encouraged to seek help and guidance if they require it from a range of staff including personal tutors, the module leaders and the programme leader. Students are also made aware of the support available from other services within the university and students are encouraged to engage in all aspects of university life and support mechanisms, including:

- GCULearn
- Specific induction programme tailored to GCU and Glasgow Dental School.
- Learning Development Centre (LDC) provides workshops delivered throughout the year as well as small group and 1:1 sessions (by appointment) and regular weekly drop in sessions are offered.
- Programme handbook including Year lecture programme and module handbooks
- Library and study skills sessions with named Librarian linked to OHS
- Extensive preparation and support for outreach placement to include orientation and induction sessions
- Debrief after each placement rotation
- Support from practice placement supervisors
- Open door policy of academic staff gives access to module tutors and Programme Leader
- Support from Programme Co-ordinator regarding submission of clinical activities
- Buddy system operates for Year 1 students who have a volunteer "student buddy" from Year 3
- Year Co-ordinators

- Clinical skills laboratory and Radiology suite allows students to have simulated experiences
- Open access to university computing services
- Access to student support including counselling, disability, fees and funding
- Student representatives from each year group are members of the Programme Board
- Student Staff Consultative Group
- GDC student online education resources
- Scottish Dental Education Online (NES)
- Student membership to British Society of Dental Hygienists and Therapists

Student performance feedback

The programme provides feedback in accordance with University policy. Our overarching aim is to ensure that students are provided with feedback on all forms of assessed work within a three week period. Students also receive feedback on all group or individual contributions to the module; both current and previous External Examiners have commented very positively on the programme team's strengths in providing feedback on student performance.

The underlying rationale for this is to ensure that the expectations of both staff and students are in alignment and are clearly articulated. Overall, the purpose of feedback is to: facilitate the development of self-assessment; encourage dialogue; clarify good performance; provide opportunities to close the gap between current and desired performance; deliver high-quality information about student learning; encourage positive motivational beliefs and self-esteem.

The Programme Board is responsible for the articulation and implementation of the feedback strategy and ensures that details are clearly stated in the student handbook at every level. Students are informed of the discussions and decisions of SSCGs and Programme Boards.

Feedback is given after all clinical encounters and students are encouraged to reflect on each experience. Students are actively encouraged to seek formative feedback on their work, and formative feedback is provided as part of the assessment strategy by the module leader.

Student engagement

The programme strives to create a sense of belonging for all students. Both module leaders and the programme leader endeavour to answer student queries in a timely manner.

In developing a sense of partnership with participants as students there is a Student Staff Consultative Group which normally meets twice a session and which forms part of the quality assurance and enhancement monitoring of the programme. Students are elected to formally represent the views of students on each year of the programme. To support the process and to encourage participation in the SSCG process, GCU Learn is also used to gather feedback from students.

In extending this partnership approach the programme has encouraged the participation by members of the Glasgow University and Glasgow Caledonian University Students' Association. Current students are in the process of setting up a student association for OHS and are liaising with GCU Students' association. Talks have been given to the new intake of students to encourage participation.

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

The person specification of a successful applicant to the BSc in Oral health Science includes the following criteria.

Applicants to the programme must fulfil the agreed academic criteria for entrance to the course. In addition to this applicants must be able to show that they have participated in some form of extra curricular activities either in school or in another setting. These activities should demonstrate that you are:

- Able to analyse information by both planning ahead and by your actions under pressure
- Able to be self-motivating and self-critical
- Able to work as part of a team and have good interpersonal and communication skills
- Able to demonstrate creativity, spatial awareness and manual dexterity
- Able to show a caring nature and a strong sense of professionalism as well as respect for other people's values and beliefs.

All applicants must have spent time understanding the role of the whole dental team particularly the hygienist/therapist role and this can be achieved either by work shadowing within a general dental practice or previous employment in the dental field.

Entry Requirements

In line with other BSc in Oral Health Science courses applicants will be expected to have 4 Scottish Highers at BBBB or 3 A levels at BCC.

Essential subjects are Biology at Higher or A level.

Alternative qualifications will also be considered on an individual basis i.e. HND in Dental Nursing with two Highers at B Level or HNC in Dental Nursing with three Highers at B Level.

Having the minimum requirements does not guarantee a place on the course but will allow consideration for interview if the applicant personal statement is of the standard required.

Applicants must be at least 17 years of age at the commencement of the course.

The English language proficiency requirement for entry stands at IELTS 7.0 or equivalent for reading, written and verbal ability.

Disclosure Scotland

As a condition of entry to the course all students are required to complete a PVG application with Disclosure Scotland. It should be noted that NHS Scotland is exempt from the 1974 Rehabilitation of Offenders Act (Exclusions & Exceptions) (Scotland) Order 2003. This means that all previous convictions classed as "spent" or "unspent" must be disclosed.

Occupational Health

All potential students must undergo additional health clearance before acceptance on to the course and screening for Hepatitis B, Hepatitis C and HIV will be required prior to a confirmed offer of a place.

Flexible Entry: Credit Transfer and RPL

At present there are no articulation links into the programme and flexible entry to the programme will not normally be available although transfer from another Hygiene/therapy course.

Recognition of prior learning may be granted for certain modules but only following procedures set down by GCU and applications will be considered on an individual merit basis.

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome

standards:

- Annual Programme Analysis
- Annual Module Monitoring
- Module Evaluation Questionnaire
- External Examiners' Reports
- Submission of Annual monitoring report to GDC
- Feedback from VT trainers provides information on outcome standards
- ELISR
- Staff Development and Peer Review
- Standardisation of marking each year across the academic centre and Outreach settings

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- Assessment Board (AB)
- Strategic Board
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy and Practice Committee (APC)
- University Senate
- Outreach Teaching group
- Dental Education Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board

- Module evaluation questionnaires
- Outreach evaluations
- GCULearn
- Open access to members of Programme Team e.g. Tutors, Programme Leader, Personal Tutor

Staff development priorities include:

- Study in Learning and Teaching
- Continuous Professional Development (CPD)
- Personal Development Planning as part of Agenda for Change
- Peer Support for Teaching
- Active participation in UK Dental Hygiene/Therapy Tutors Group
- Development of learning, teaching and assessment strategies
- Mentoring Scheme for New Lecturing Staff
- General Data Protection Regulation
- Conference, Seminar and Departmental Journal Club attendance and presentation
- Fellowship of the Higher Education Academy

8. ASSESSMENT REGULATIONS

The Glasgow Caledonian University Assessment Regulations apply to this programme.

(http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/aqd/GCU_Assessment_Regulations_Handbook_2017_18.pdf)

Since the inception of the BSc Oral Health Science Programme in collaboration with GCU in 2010 the definitive programme approval document stated that the maximum number of attempts granted to any student on any level would be two. This regulation was followed by all university assessment boards to approve university marks, progress and awards.

This was updated in 2014 following the programme re-approval to allow the following exceptions:

- The minimum length of study is 3 years. Normally the maximum period of study within which a student must complete the programme is 5 years. This period includes the successful completion of all assessments. In the situation where a student is not in attendance at the University, the maximum break from the programme is one academic year.
- Students are required to attend all classes, clinics and outreach placements. Where a student has unauthorised absence of, or in excess of 20% of a theoretical module he/she may be required to retake this module prior to proceeding to the next level of the programme. Unauthorised absence in more than one module may result in the student being withdrawn from the programme.
- It is a pre-requisite that students are required to successfully complete all modules at each level before progressing to the next level.
- A student may be required to withdraw from the programme if it is deemed that their fitness to practise is in question using both GCU and GDC policies.
- Students are expected to attend clinical teaching on all allocated sessions. For assessments which consist of a clinical and a written element both components must be passed.
- All clinical modules must be passed and a pass mark of 40% is required. This is a core regulation
- Only two attempts are allowed in any clinical module and compensation is not applicable.
- Students who feel they have factors which have materially affected their performance may submit a Mitigating Factors application. A retrospective Mitigating Factors application may be submitted up to 14 days following Assessment Board. This will only be put in place if students have submitted appropriate documentation as laid down in the Assessment Regulations.

9. INDICATORS OF QUALITY AND STANDARDS

The University has an established mechanism for evaluating and improving the quality and standards of teaching and learning. These are contained in the Quality Assurance and Enhancement Handbook. It is the intention of the programme team that all of these mechanisms will be adopted.

- Annual Programme Analysis
- Annual module monitoring
- ELISR
- External Examiner's reports
- Patient feedback questionnaires
- Dental School Education Committee
- GDC Annual Monitoring Document
- NHS Education for Scotland Outreach inspections

10. INFORMATION ABOUT THE PROGRAMME

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes of the General Dental Council can be found in Appendix A. The content and teaching, learning assessment methods of each module can be found in the Module Handbooks.

Key information about the programme can be found in:

- Approved Programme Document
- Programme handbook
- Module handbooks
- University website
- Academic Quality and Development website
- GCU Learn
- GDC Preparing for Practice Dental team learning outcomes for registration (2015 revised edition)

Appendix A

For GDC Learning outcomes please refer to [https://www.gdc-uk.org/api/files/Preparing%20for%20Practice%20\(revised%202015\).pdf](https://www.gdc-uk.org/api/files/Preparing%20for%20Practice%20(revised%202015).pdf)

Modules- Year 1	GDC- LO's	SCQF for Module descriptors/handbooks	Assessments
Restorative Dentistry 30 credits	<p>1.2.1, 1.2.2, 1.2.7, 1.5.1, 1.7.5, 1.8.1, 1.8.2, 1.10.2, 1.10.3, 1.10.4, 1.11.3, 1.11.4</p> <p>6.1, 6.2, 6.3, 6.4</p> <p>12.1, 12.2, 12.5</p>	<p>-Demonstrate awareness and apply knowledge and skills at completing basic periodontal examination and charting.</p> <p>-Demonstrate awareness and apply knowledge and skills at providing periodontal prophylaxis and at using powered and manual supragingival & subgingival instrumentation.</p> <p>-Identify and apply knowledge in using some of the basic and routine procedures in restorative dentistry, including moisture control techniques, application of fissure sealants, temporary dressings and taking impressions.</p> <p>-Apply knowledge, skills and understanding of a range of preventive oral care approaches with regards dental caries and periodontal disease.</p> <p>-Identify and apply skills in taking, checking and evaluating a patient's medical and dental history.</p> <p>-Demonstrate awareness and apply knowledge and skills in interpreting a prescribed treatment plan.</p>	<p><u>Coursework 1</u></p> <p>OSCE (20weighting) Preclinical stations</p> <p><u>Coursework 2</u>(40weighting) Practical Pre-clinical</p> <p><u>Coursework 3</u>(20wighting) OCSE -LA</p> <p><u>Coursework 4</u>(10weighting) SAT OSCE –Medical Histories</p> <p><u>Coursework 5</u>(10wieghting) SAT Dental Histology</p>
Biomedical Science and Oral Biology	1.1.3, 1.1.5, 1.1.6	-Identify and demonstrate an understanding of anatomy,	<u>Coursework 1</u>

20 Credits		<p>physiology and biochemistry pertinent to oral health therapy</p> <ul style="list-style-type: none"> -Apply knowledge, skills and understanding of the pertinent biomedical sciences, oral physiology, craniofacial, oral and dental anatomy aspects significant in the management of patients. -Demonstrate awareness and apply knowledge in the normal facial and dental development. 	<p>SAT (10weighting) General Histology</p> <p><u>Coursework 2</u></p> <p>SAT (10weighting) Regional Anatomy/Systems of the Body</p> <p><u>Coursework 3</u></p> <p>SAT (20weighting) MSA Regional Anatomy / Morphology</p> <p><u>Exam Exams Office</u></p> <p>MSA (60weighting)</p>
Clinical Practice I 30 credits	<p>1.2.1, 1.2.2, 1.2.4, 1.2.7, 1.7.1, 1.8.2, 1.8.3, 1.8.5, 1.8.6, 1.10.2, 1.10.3</p> <p>5.1, 5.2, 5.3, 5.4</p> <p>6.1, 6.2, 6.3, 6.4, 9.6</p> <p>10.1, 10.3, 12.1, 12.2</p>	<ul style="list-style-type: none"> -Exercise and apply knowledge, skills and understanding of the importance of producing/maintaining accurate clinical records, including medical and dental histories. -Demonstrate awareness and apply knowledge of common human diseases their manifestations, management and dental relevance. -Describe and identify the main medical disorders that may impinge on dental treatment. -Apply knowledge, skills and understanding of infiltration analgesia. -Exercise and apply knowledge, skills and understanding of 	<p><u>Coursework 1</u></p> <p>MSA (10weighting) Medical emergencies</p> <p><u>Coursework 2</u></p> <p>CPR Practical & MCQ (20weighting) - emergency drugs</p> <p><u>Exam Exams Office</u></p>

		<p>resuscitation techniques.</p> <p>-Exercise and apply knowledge, skills and understanding of first aid measures and basic life support techniques.</p>	<p>MSA (20weighting)</p> <p><u>Coursework 1</u></p> <p>OSCE (10 weighting) – Clinical Competence</p> <p><u>Exam Exams Office</u></p> <p>Clinical Exam (40 weighting)</p>
<p>Plaque Related Disease 20 credits</p>	<p>1.1.2, 1.1.4, 1.1.7, 1.2, 1.7.9, 1.10.3, 1.10.4, 1.11.3, 1.11.4, 2.4</p>	<p>-Apply knowledge, skills and understanding of the aetiology, progression and presentation of periodontal diseases.</p> <p>-Apply knowledge and understanding of the scientific principles of sterilisation and disinfection.</p> <p>-Exercise and apply knowledge, skills and understanding at implementing and performing satisfactory infection control and preventing physical, chemical and microbiological contamination in a clinical setting.</p> <p>-Apply knowledge, skills and understanding of the principles of prevention of dental disease.</p>	<p><u>Coursework 1</u></p> <p>OSCE (20 weighting)</p> <p><u>Coursework 2</u></p> <p>MCQ & 1xMSA (20 weighting)</p> <p><u>Exam Exams Office</u></p> <p>MSA (60 weighting)</p>
<p>FIPP 20 credits</p>	<p>1.1.1, 1.1.11, 1.2.6, 1.7.1, 1.7.9, 1.10.1, 2.1, 2.2, 2.3</p> <p>3.2, 4.1, 4.2, 4.3</p> <p>8.1, 8.2, 8.3</p> <p>10.1, 10.3, 10.5, 11.1, 11.2, 11.3</p>	<p>- Describe the principles, rationale and benefits of interprofessional practice within health and social care delivery - from the perspectives of health and social care professionals and patient/ service users/ carers.</p> <p>- Identify the core qualities required of health and social care professionals relating to effective interprofessional practice</p> <p>- Demonstrate effective collaboration within an interprofessional team.</p>	

		<ul style="list-style-type: none"> - Demonstrate an understanding of the importance of practice wisdom through reflection. - Recognise the psychological and sociological factors underpinning health and social care. 	
Modules- Year 2			
Dental Biomaterial Sciences 10 credits	<p>1.1.9, 1.10.4, 1.11.5, 1.14.1, 1.14.2, 1.14.3, 1.14.5</p> <p>9.5</p>	<ul style="list-style-type: none"> -Demonstrate knowledge, skills and understanding of the scientific principles underpinning the use of materials and biomaterials. Undertake an analysis of their limitations and selection. -Demonstrate awareness and understanding of dental biomaterials science used by dental hygienist/therapist. -Demonstrate awareness of the safety aspects of these biomaterials. 	<p><u>Coursework 1</u></p> <p>SAT (30 weighting) Dental Biomaterial Science</p> <p><u>Coursework 2</u></p> <p>MSA(20 weighting)- Dental Materials</p> <p><u>Coursework 3</u></p> <p>Portfolio (50 weighting)</p>
Dental Radiography and Imaging 10 credits	<p>1.1.10, 1.2.5, 1.8.1, 1.8.3, 1.8.4, 1.8.6, 1.13.1, 1.14.1</p> <p>5.1, 5.2, 5.3, 5.4</p> <p>6.1, 6.2, 6.3, 6.4, 8.1, 8.2, 8.3, 9.6</p> <p>10.1, 10.7, 12.1, 12.2, 12.5</p>	<ul style="list-style-type: none"> -Exercise knowledge and skills in taking and processing the available range of general dental film views used. -Exercise interpretation of anatomical features and common pathology in dental radiographs. -Demonstrate an awareness and understanding of current ionising radiation regulations, radiation protection, dose reduction and hazards. -Effectively explain dental radiographic techniques principles. - Describe alternative imaging techniques. 	<p><u>Exam</u></p> <p>MSA (50 weighting)</p> <p><u>Coursework 1</u></p> <p>Completion of competencies(50 weighting)</p>
Paediatric Dentistry 20 credits	<p>1.2.6, 1.7.4, 1.7.9, 1.8.7, 1.12.1, 1.12.2, 1.13, 1.13.1,</p>	<ul style="list-style-type: none"> -Apply knowledge, skills and understanding of the aetiology, 	<p><u>Coursework 1</u></p>

	<p>1.14.3, 1.14.4, 2.1, 2.3, 2.4</p> <p>6.1, 6.2, 6.3, 6.4, 9.3, 9.6</p> <p>10.1</p>	<p>pathology, progression and management of dental caries.</p> <ul style="list-style-type: none"> -Demonstrate awareness, knowledge and understanding of the management of pain and available restorative and extraction techniques in both dentitions. - Describe and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain - Recognise the importance of non- verbal communication, including listening skills, and barriers to effective communication - Demonstrate awareness of the range of learning and teaching methods and the importance of assessment, feedback, critical reflection, identification of learning needs and appraisal and personal development planning 	<p>Pre- Clinical Skills- Paediatric (30 weighting)</p> <p><u>Coursework 2</u></p> <p>MSA (20 weighting)</p> <p>Paediatric reflective clinical logbook (50 weighting)</p>
<p>Clinical Practice II 30 credits</p>	<p>1.1.2, 1.1.4, 1.2.1, 1.2.2, 1.2.4, 1.7.1, 1.7.9, 1.8.3, 1.8.4, 1.10.2, 1.10.3, 1.10.4, 1.11.5, 1.14.1, 1.14.2, 1.14.5, 2.4</p> <p>4.1, 5.1, 5.2, 5.3, 5.4</p> <p>6.1, 6.2, 6.3, 6.4, 9.6</p> <p>10.1, 10.3, 10.5, 12.1, 12.2</p>	<ul style="list-style-type: none"> -Use a range of approaches to formulate, critically evaluate and apply evidence based approach to learning, clinical and professional practice and decision making. -Apply knowledge and understanding of the aetiology and pathogenesis of oral diseases. -Demonstrate knowledge and understanding of any relevant drugs and therapeutic agents. Apply this knowledge and understanding to patient management. -Demonstrate, manage and exercise the significance of changes in the patient's reported oral health status and take appropriate action. -Apply knowledge, skills and understanding in carrying out prescribed non-surgical treatments, using a range of approaches and methods. 	<p><u>Coursework 1</u></p> <p>Clinical competence exam (20 weighting)</p> <p><u>Exam 1</u></p> <p>Case Presentation (40 weighting)</p> <p><u>Exam 2</u></p> <p>Written paper</p> <p>MSA(40 weighting)</p>

		<ul style="list-style-type: none"> -Demonstrate knowledge, awareness and understanding as well as using a range of professional skills and techniques for the management of any complications associated with periodontal therapy. -Demonstrate knowledge, awareness and understanding of the role of surgical management of periodontal diseases and apply knowledge and skills in use of antimicrobials and exercise appropriate patient care. -Demonstrate awareness and understanding of the risks related to dental implant therapy and apply knowledge and professional skills in maintaining peri-implant tissue health. -Demonstrate and apply knowledge, skills and understanding in managing, restoring and maintaining function and aesthetics of the dentition in accordance with the principles of minimal intervention. -Convey information showing the role of the dental therapist in the restoration of teeth. 	
<p>Comprehensive Oral Care <i>Increasing to 30 credits</i></p>	<p>1.1.4, 1.1.5, 1.1.6, 1.1.8, 1.1.11, 1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.5.5, 1.7.3, 1.7.4, 1.7.5, 1.7.6, 1.7.8, 1.7.9, 1.7.10, 1.8.3, 1.8.4, 1.8.6, 1.9.1, 1.10.2, 1.10.3, 1.10.4, 1.10.5, 1.10.6, 1.11.1, 1.11.2, 1.11.3, 1.11.4, 1.11.6, 1.11.7, 1.11.8, 1.14.1, 1.14.2, 1.14.5, 2.4, 2.5</p> <p>5.2, 5.3, 5.4</p> <p>6.1, 6.2, 6.3, 6.4, 8.1, 8.2, 8.3,</p>	<ul style="list-style-type: none"> -Demonstrate awareness and understanding with the physiology of aging and its appropriate management. -Demonstrate awareness and understanding with oral and dental diseases presentation in older population. Exercise an appropriate referral. -Apply knowledge in maintaining dental implant-supported structures. -Convey and critically analyse therapeutic drugs properties and their application to patient management. -Undertake evaluation of patients' levels of dental anxiety, experience and expectations and use effective communication, 	<p><u>Coursework 1</u></p> <p>Reflective coursework (30 weighting)</p> <p><u>Coursework 2</u></p> <p>MCQ(20 weighting)</p> <p>Pain and Anxiety Control</p> <p><u>Coursework 3</u></p>

	<p>9.6</p> <p>10.1, 10.3, 10.5, 11.2</p>	<p>reassurance and a range of behavioural techniques.</p> <p>- Demonstrate knowledge and a discerning understanding of the benefits and risks of dental treatment carried out under general anaesthesia and conscious sedation.</p>	<p>Portfolio (30 weighting)</p> <p>EXAM</p> <p>Case presentation (70 weighting)</p>
<p>WIT</p> <p>20credits</p>	<p>1.1.1, 1.1.11, 1.2.6, 1.7.1, 1.7.2, 1.7.4, 1.7.9, 1.10.1, 2.1, 2.2, 2.3</p> <p>3.2, 4.1, 4.2, 4.3</p> <p>8.1, 8.2, 8.3</p> <p>10.3, 10.5, 11.1, 11.2, 11.3</p>	<p>- Demonstrate an understanding of communities.</p> <p>- Demonstrate an understanding of the psycho-social determinants of health.</p> <p>- Demonstrate an understanding of asset-based approaches to public health.</p> <p>- Demonstrate effective interprofessional teamwork.</p> <p>- Effectively use technology to gather, analyse and present information.</p>	<p>Coursework 1</p> <p>Blog (50 weighting)</p> <p>Coursework 2</p> <p>Reflective Essay (50 weighting)</p>
<p>Modules- Year 3</p>			
<p>Oral Disease</p> <p>20 credits</p>	<p>1.1.2, 1.1.3, 1.1.4, 1.2.4, 1.9.1</p>	<p>- Demonstrate an understanding and identify the hygiene-therapy role in the pre and post-surgical situation.</p> <p>- Demonstrate knowledge and a critical understanding of the clinical presentation and management of the common diseases of the oral tissues including the oral mucosa and salivary glands.</p> <p>- Demonstrate knowledge and a critical understanding of abnormalities in the oral tissues.</p> <p>- Demonstrate knowledge and a critical understanding of the features of malignant and potentially malignant lesions and conditions in the oral mucosa.</p> <p>- Apply knowledge, skills and understanding in practising making the appropriate referral.</p>	<p>Coursework 1</p> <p>SAT (30 weighting)</p> <p>Coursework 2</p> <p>MSA (30 weighting)</p> <p>Coursework 3</p> <p>Case Studies(40 weighting)</p>

<p>Integrated Patient Care 30 credits</p>	<p>1.1.2, 1.1.4, 1.1.11, 1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.5.2, 1.5.3, 1.5.4, 1.7.3, 1.7.7, 1.7.8, 1.7.9, 1.7.10, 1.8.3, 1.8.4, 1.8.6, 1.9.1, 1.10.2, 1.10.3, 1.10.4, 1.10.5, 1.10.6, 1.11.1, 1.11.2, 1.11.3, 1.11.4, 1.11.5, 1.12.1, 1.12.2, 1.13, 1.13.1, 1.14.2, 1.14.3, 1.14.4, 1.14.5, 2.4</p> <p>3.4, 4.1, 5.1, 5.2, 5.3, 5.4</p> <p>6.1, 6.3, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3, 9.4, 9.7</p> <p>10.1, 10.3, 10.7, 10.8, 11.3, 11.4, 11.5, 11.6, 12.1, 12.2, 12.3, 12.4, 12.5</p>	<ul style="list-style-type: none"> - Demonstrate awareness and understanding of the health risks of diet, drugs and substance misuse and their impact on oral and general health. Convey and exercise appropriate advice, referral and support. - Convey, interpret and evaluate oral diseases and their relevance to prevention, diagnosis and treatment. - Exercise and practise respect, acting without discrimination for patients, colleagues, peers and the general public and practise in ways that show personal accountability to patients, the regulator, the team and wider community - Identify and analyse patients' interests and act to protect them. - Identify, demonstrate and apply knowledge and skills towards a patient-centred approach working with dental and healthcare teams. - Practise in ways showing the team working requirements in the Scope of Practice and Standards documents 	<p><u>Coursework 1</u></p> <p>Clinical work portfolio (20 weighting)</p> <p><u>Coursework 2</u></p> <p>Preparation for Practice Portfolio (40 weighting)</p> <p><u>Exam 1</u></p> <p>MSA's (40 weighting)</p>
<p>Clinical Practice III 30 credits</p>	<p>1.1.4, 1.1.11, 1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.5.2, 1.5.3, 1.5.4, 1.7.1, 1.7.3, 1.7.7, 1.7.8, 1.7.9, 1.7.10, 1.8.3, 1.8.4, 1.9.1, 1.10.2, 1.10.3, 1.10.4, 1.10.5, 1.10.6, 1.11.1, 1.11.2, 1.11.3, 1.11.4, 1.11.6, 1.11.7, 1.11.8, 2.4</p> <p>3.3, 3.4, 5.1, 5.2, 5.3, 5.4</p> <p>9.6</p>	<ul style="list-style-type: none"> - Identify ,recognise and diagnose active caries as well as apply preventive care in children - Demonstrate a critical understanding and integrated knowledge of the dental care of patients with physical or learning disabilities, mental health problems, or who are medically compromised or terminally ill. - Apply knowledge and use the range of available behavioural techniques at managing fear and anxiety. Understanding empathy with patients in stressful situations. - Apply knowledge, use skills, techniques and available materials for a range of restorative dentistry procedures in both permanent and 	<p><u>Coursework 1</u></p> <p>Submission of case report (20 weighting)</p> <p><u>Coursework 2</u></p> <p>Completion of paediatric competencies (20 weighting)</p>

	10.1, 10.3	<p>primary dentitions.</p> <ul style="list-style-type: none"> - Demonstrate and apply awareness, understanding and skills of the dental care of patients with physical, mental and or medical disabilities/problems, including the terminally ill. 	<p><u>Exam</u></p> <p>Clinical case presentations (60 weighting)</p>
Dental Research 20 credits	2.1, 2.2, 2.3, 2.4, 2.5 10.2	<ul style="list-style-type: none"> - Demonstrate an understanding of an evidence-based approach to treatment. - Demonstrate an understanding and knowledge with critical evaluation and critical appraisal of published work. - Undertake critical analysis of the role of audit in a relevant aspect of hygiene/therapy practice. - Identify, analyse, interpret and discuss issues related to lifelong learning and continuing professional development. 	<p><u>Coursework 1</u></p> <p>Literature Review(50 weighting)</p> <p><u>Coursework 2</u></p> <p>Research Project Submission (50 weighting)</p>
TIIP 20 credits	1.1.1, 1.1.11, 1.7.1, 1.7.4, 1.7.7, 1.7.8, 1.7.9, 1.10.1, 2.1, 2.2, 2.3 3.2, 4.1, 4.2, 4.3 8.1, 8.2, 8.3, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 10.1, 10.3, 10.4, 11.1, 11.2, 11.3	<ul style="list-style-type: none"> - Demonstrate effective interprofessional teamwork through active participation in the simulated learning environment - Demonstrate understanding of the different roles, responsibilities and expertise within the interprofessional health and social care team. - Critically evaluate one's own and other's practice and relationships relating to the delivery of safe and effective teamwork - Demonstrate and apply knowledge of human factors in the delivery of safe and effective teamwork - Demonstrate understanding of cultural diversity and the need for cultural competence for safe and effective teamwork. - Critically analyse the psychological and sociological factors 	<p><u>Coursework 1</u></p> <p>Reflective Essay (50 weighting)</p> <p><u>Exam</u></p> <p>TOSPE (50 weighting)</p>

		inherent in effective and non-effective teamwork - Demonstrate and evaluate one's ability to give and receive effective feedback relating to team performance	
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CLINICAL

COMMUNICATION

PROFESSIONALISM

MANAGEMENT & LEADERSHIP